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superior to theirs. Nothing in this report would seem to show any particular superiority of the city schools of one country over the other. A superintendent of schools, in reading the study, gets the impression that school boards and officers in Canada are dealing in the same way with the same questions as are school boards and officers in the United States.

A surprising fact is brought out on page 7 to the effect that in Canada there is no outstanding school for the training of school administrative officers. The author's suggestion that Canada create some general educational clearing house is a decidedly worthy one. As poorly equipped as we are in the United States with our present Bureau of Education and our present state departments of public instruction, American city school administrators may at least congratulate themselves upon a favorable showing when compared with Canada.

The study is a valuable addition to the literature of comparative education and ought to stimulate Canadian educators to a more careful systematization of their practices and the creation of a more adequate means of exchange of methods and ideas between administrators.

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New monograph on secondary education.—There appears to be a common belief that the American public high school is a people's college and that the various occupational, social, and racial groups are represented in the high school in fairly equal proportions. Dr. Counts has undertaken to determine the amount of truth contained in this belief and has reported his findings in a recent monograph.¹ His data do not give much support to the idea that the public high school in the larger cities is no longer selective in the sense that this term was used in describing the high school of twenty years ago. The data used as a basis for the investigation were taken from the high schools in four cities, namely, Seattle, Washington; St. Louis, Missouri; Bridgeport, Connecticut; and Mount Vernon, New York. The data were secured through questionnaires returned by high-school pupils, giving information showing the various groups represented in the high schools. Information was also secured concerning the present and contemplated persistency of pupils in school together with information relating to the psychological selection of the student body.

Dr. Counts finds that the high-school population in the four cities studied is recruited very largely from the homes of the professional and business groups and that the children of the laboring groups enter the high school in relatively small numbers. He finds that children coming into the high schools from the different occupational groups exhibit different tendencies in their selection of

¹ GEORGE SYLVESTER COUNTS, *The Selective Character of American Secondary Education*. Supplementary Educational Monographs, No. 19. Chicago: Department of Education, University of Chicago, 1922. Pp. xviii+156. \$1.50.

curricula, with the children from the relatively lower grades of occupations selecting the practical courses which point outward toward wage earning rather than upward toward higher education. He further discovers that the children whose fathers are engaged in professional occupations indicate a greater determination to complete their high-school course than the children of common laborers. Also, an analysis of the results of psychological tests given to the selected groups shows that many of the pupils withdrawing before graduation possess marked talent and ability. It is suggested in the monograph that it is most unfortunate that these children are not in some way caused to continue their education to the same point attained by children of less ability but of better economic and social standing.

One of Dr. Counts' conclusions reads as follows:

While the establishment of the free public high school marked an extraordinary educational advance it did not by any means equalize educational opportunity. . . . Education means leisure and leisure is an expensive luxury. In most cases this leisure must be guaranteed the individual by the family. Thus secondary education remains largely a matter for the family initiative and concern and reflects the inequalities of family means and ambition [p. 148].

This may be the practical situation which confronts secondary-school leaders, but our theory of secondary education outlines a contrary state of affairs. It would be interesting to discover whether such practical situations as revealed by this monograph can be changed to satisfy our present theory of free high-school education for all. It may be that we are attempting an impossible task. All of the evidence presented in the monograph indicates that the public high school is serving the occupational groups representative of the upper social strata of the four cities rather than all of the occupational groups. This fact is one of much significance, especially in view of the present questionings as to the aims, purposes, and needed extensions of the facilities for secondary education. The monograph tends to disprove the contention that the public high school of the city is reaching all classes and that the selective principle is no longer operative. It would be very instructive to have a similar study made of a typical group of the smaller towns and cities, with the end in view of discovering whether the public high school is as narrowly selective in such centers as in the four cities reported in this monograph.

The selection and organization of the material presented, the problems raised, and the careful scientific workmanship illustrated make the monograph valuable for courses in secondary education as well as informing and suggestive for administrators and others in the field of secondary education.

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Reconstructing the curriculum.—There have been a number of books written which outline the curriculum, which state in general its objectives, and which explain its contents in both the grades and high school. But we have not